


Genre Connections

Lesson Preparation

Daily Lesson 6	READING		WRITING	
	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS
	E1.Fig19A,B E1.2A,B E1.3A E1.5B E1.6A E1.15Ci	E1.15Cii	E1.14A	E1.13A
Key Understandings and Guiding Questions	<ul style="list-style-type: none"> Readers make connections in order to better understand themselves and the world around them by reading a variety of texts and genres. Literary analysis of genres improves the reader's ability to determine purpose and message. <p>— How do authors use literary techniques in texts?</p> <p>— What connections can be made within and across genres?</p>		<ul style="list-style-type: none"> Literary techniques are used to heighten interest, appeal to an audience, and effectively communicate a message. <p>— How do authors use literary techniques to develop an engaging story?</p>	
Vocabulary of Instruction	<ul style="list-style-type: none"> Universal theme Connection 		<ul style="list-style-type: none"> Engaging story 	
Materials	<ul style="list-style-type: none"> Reader's Notebook (1 per student) Teacher Reader's Notebook (1) Literary texts from Daily Lessons 1-5 (one per student) Chart paper (if applicable) 		<ul style="list-style-type: none"> Writer's Notebook (1 per student) Teacher Writer's Notebook (1) Literary Writing Rubric (optional) Chart paper (if applicable) 	
Attachments and Resources				
Advance Preparation	1. Prepare to display visuals as appropriate.		1. Prepare to display visuals as appropriate. 2. Locate the Literary Writing Rubric produced by Texas Education Agency (available at the TEA website). Prepare to display and discuss with students. (optional)	
Background Information	 MISCONCEPTION: Students often confuse topic and theme. It is important for students to know that a theme is a phrase or complete sentence and a topic can be one word. "Love" is not a theme; it is closer to a topic. "Love has its ups and downs" is a theme involving love.		This Instructional Routine partially assesses Performance Indicator: <i>"Select a theme from a previously read text. In a timed situation, write and revise a brief engaging story incorporating the theme. Include believable characters, and a variety of literary strategies and devices to enhance the plot. Share your story with a partner or small group."</i>	
	This Instructional Routine assesses Performance Indicator: <i>"Write</i>			

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	<i>multiple brief reflections to make connections within and across genres (e.g., literary-literary, informational-informational, and literary-informational). Provide textual evidence to support ideas."</i>	
Teacher Notes		

Instructional Routines

	READING	WRITING
Daily Lesson 6		
Duration and Objective	Suggested Duration: 25-30 min. Content Objective: Students make connections about theme across literary texts.	Suggested Duration: 25-30 min. Content Objective: Students select a theme and plan an engaging story incorporating the theme.
Mini Lesson	<ol style="list-style-type: none"> 1. Review with students the universal themes from literary texts read throughout the year. Refer to Anchor Chart: Universal Themes or notes in the Reader's Notebook as appropriate. 2. Ask: What themes have we seen in the literary texts read over the course of the last few days? Discuss responses. 3. Select a theme from the list. Think Aloud about how the theme is developed in each of the texts. Ask: What similarities and differences are there among the genres? Discuss responses. 	<ol style="list-style-type: none"> 1. Display and discuss Performance Indicator: <i>"Select a theme from a previously read text. In a timed situation, write and revise a brief engaging story incorporating the theme. Include believable characters, and a variety of literary strategies and devices to enhance the plot. Share your story with a partner or small group."</i> 2. Remind students of the universal themes discussed during Reading. 3. Instruct students to choose one of these themes to incorporate in their story. 4. Review techniques authors use to develop believable characters from Daily Lesson 4. Remind students that they need to use similar techniques in their story. 5. Ask: What other literary techniques do authors use to develop a story? Discuss responses including a well-developed conflict and resolution, suspense, irony, etc. 6. If desired, display and discuss the TEA-produced Literary Writing Rubric.
Learning Applications	1. Students select a theme seen in the literary texts and write a reflection in the Reader's Notebook about how the theme is developed across genres.	1. Students select a theme and plan an engaging story.
Closure	1. Ask: How does the genre of a text shape meaning? Discuss responses.	1. Students share their plan with a partner.